

STRATA MANAGERS AND EDUCATIONAL MISHAPS

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Abstract

In Australia, educational qualifications are a prescribed requirement for licensing within various occupations and professions, and each state and territory has varying degrees of educational aims and objectives. This research paper examines the minimum standards of education and knowledge, which are imposed as a pre-requisite for the licensing of a Strata Manager.

The paper traces the historical progression which occurred during the last century to the current decade, and includes an assessment of societies changing needs of the role within the profession. In this regard, it is argued that the educational requirements during the mid 1990's to the early 2000's best served the needs of the consumer in comparison to these last 10 years. The discussion is complemented with data from New South Wales, mapping the educational knowledge fields and comparing this information to the duties and responsibilities of a Strata Manager.

Keywords: Education, Knowledge, Strata Manager.

1 INTRODUCTION

With regards to real estate, the first strata laws which were introduced into New South Wales date back to the early 1960's. The term "strata" refers to the cubic air space within an allocated boundary, and the portion of air space is known as a "lot" and each lot is within a strata scheme. The strata scheme is a building or a collection of buildings, and generally the scheme can vary in size from only 2 lots, to over 700 lots. The strata scheme can be either residential, or non-residential, or a mixture of both. The ownership of the common property, for example, stairs and hallways, is shared amongst the owners of the lots, and the lot owners are referred to as the owners' corporation.

The owners' corporation is responsible for the maintenance and repair of the common property and the overall management of the scheme. Strata Levies are charged to each lot owner, and are based on the unit entitlement of each lot, and the budgeted forecast of the strata scheme. This budgeted forecast includes both the administration fund, i.e. the day-to-day operations, and the sinking fund, which is concerned with long-term capital expenditure. Generally, strata schemes which comprise of 6 lots and above, will be managed by a Strata Manager.

Therefore, the role of the Strata Manager is to manage the business of the strata scheme, whether it is the day-to-day operations, or the long-term capital expenditure needs. However, each state and territory within Australia has a range of regulatory bodies to oversee consumer protection and the distinct licenses and certificates of registration which comprise their regimes. In the case of Strata Managers, occupational licensing is managed under the auspices of individual state and territory Offices of Fair Trading. Therefore, occupational licensing and registration in New South Wales is mandatory under the Property Stock and Business Agents Act 2002, (Property Act) [10] if working in the property industry as a Strata Manager.

During the last 100 years, regulatory policy has been developed to exemplify the standards for social responsibility and ethical behaviour between strata managing agents and property owners. A report by the Office of Fair Trading in 2008 [6], concluded that there was a definite continuing requirement for legislation to set minimum educational standards for occupational licensing and summarised by commenting "the fact that overall consumer experiences appear to be reasonably satisfactory could be said to indicate that the legislation provides a basic safety net which appears to be generally working well".

Historically, in New South Wales, real estate agency licensing and registration were regulated from the late 1800's and formalised in the early 1900s. During the subsequent years there were varying changes implemented but it was not until the late 1960's that compulsory formal education was introduced. Initially the educational requirement for licensing was very minimal and there was no separate licence category for strata managers, and during the 1970s when the government colleges

commenced a more formal course, the class attendance requirement increased to 18 months part time. During the 1980s the Strata Managers licence category was introduced and in the 1990s the time frame for class attendance was increased to 2 years part-time. As the level of qualification increased from a certificate course to a diploma course, the hours of attendance and subject requirements also increased to the extent of 3 years part time attendance during the late 1990s to the early 2000s. Subsequent changes in the legislation gave private providers the opportunity to compete with government colleges and to offer real estate agency licensing courses. This resulted in a reduction of the hours allocated to the course, and subsequently less rigorous subject content to be taught. For instance, currently there are private organisations offering a complete real estate licensing course for 10 days with an additional 2 days to incorporate Strata Management Licensing!

The purpose of this paper is to undertake an analysis of the minimum standards of education and knowledge, which are imposed as a pre-requisite for the licensing of a Strata Manager. The first part of this paper discusses the literature for compulsory education as a pre-requisite of occupational licensing. The paper continues with data from New South Wales, mapping the educational knowledge fields and comparing this information to the duties and responsibilities of a Strata Manager. In conclusion it is argued that the current educational courses do differ from the recommendations mandated by government.

2 LITERATURE REVIEW

The term real estate agent or property agent is used to generalise the management of properties, which can relate to rental collection, the management of strata levies and also the listing and selling of a property on behalf of their client. Because the majority of countries use varying terms to identify the “property professional”, for ease of terminology, the literature review will use the term real estate agent to cover all these different fields of responsibility and titles. The majority of the literature reviewed for this research paper is sourced from overseas, as very little research has been undertaken in Australia for educational requirements relating to occupational licensing.

Occupational licensing has been linked on numerous occasions to the enhancement of consumer protection with regards to better services from estate agents, and also from the improved technical knowledge offered through educational resources. However, it does appear that some countries, for instance Australia, whilst they did introduce occupational licensing, it was not until years later that compulsory education was introduced as a pre-requisite. Researchers have also questioned the validity and benefits associated with occupational licensing and if there was in fact a better standard of service and knowledge, then it was a normal expectation that the consumer should be prepared to pay for this benefit [11]. Likewise the benefit to the estate agent would be the increase earned in their wages.

It is generally acknowledged that the purchase of a property for most people, will be the largest asset transaction during their lifetime, and therefore, the adequate management and process of the property is a priority. Considerations, such as building maintenance, insurance and other services in strata management are very important and crucial towards the success of the investment, and this is one of the reasons why property owners appoint strata managers. Therefore, the justification by a government to introduce occupational licensing is warranted, in particular for consumer protection, and if the minimum educational standards are not established, then the question is: what is the point of occupational licensing?

In response, various researchers have sought to identify the reasons for consumers selecting agents or agency businesses to assist with their property transaction. [4] identified that clients selected the services of an agent, rather than use the agency as the selection criteria, indicating that service needs are a priority instead of the agency name. This notion is further supported by [3] who examined the services provided by real estate agents from the perspective of the vendor, via a survey from 32 respondents and concluded that negative and positive attributions were attributed to the agent. Therefore, without the minimum educational standards, there is no assurance for the consumer that the agent selected, has the appropriate skills and knowledge required.

[7] Considered the licensing and education requirements in Nigeria and concluded that real estate professionals were well trained and equipped with sound technical knowledge and familiarity with the relevant property laws. In Nigeria compulsory education is considered an essential criteria to practice as a real estate professional.

In Singapore the ageing of strata buildings is also of concern and an important consideration when selecting a strata manager. [9] concluded that the importance and efficiency of management and maintenance for a building, was very much dependant on the individual manager, regardless of technical and educational background. To this end, their research concluded that it was also important that property owners took heed of the advice from the strata manager, implying that good communication skills were equally important as technical skills. Therefore, in conclusion, communication as a subject content should be embedded in the educational courses.

This issue of course content was also noted by [13] who undertook an analysis of real estate programs in America which offered accreditation in the business discipline. Whilst real estate was not considered a common body of knowledge, their research concluded that the majority of the programs offered, had adequate inclusion of real estate knowledge, if the students chose to undertake real estate as a career path. However, during the 1980s greedy profit making schools in America exploited the requirement of exams for occupational licensing and focused on training the students to pass the exams, rather than obtaining the necessary technical knowledge for a real estate career. [14].

In recent years developing countries such as Indonesia have sought to regulate their technical industries, and in particular the construction industry which has developed minimum standards of competency through educational institutes [15]. Likewise the legal profession and other industries have licensing and educational requirements [8]. South Africa introduced formal education for real estate from the 1990s [2]. Therefore, compulsory education is viewed as an important mechanism for occupational licensing.

However, in contrast, Ghana has not regulated estate agents and this has caused concern with consumers that estate agents have inadequate skills and education [5]. Over the years, the lack of regulation in the UK, has also caused apprehension. During the 1960s the UK was concerned with the lack of regulation for the estate agent, however there was no government intervention, except in later year when professional bodies involved themselves with education and accreditation. However, membership of a professional body is not compulsory and in some instances there are estate agents who have no formal qualification or for that matter any appropriate technical knowledge and yet are still able to practice as an estate agent [12]. Therefore, in order to protect the consumer, the research concluded that it was necessary for the government to impose universal regulation [12]

Whilst most research pivots on the opinion of the client/vendor, [1] who surveyed real estate agents in Nigeria, to obtain their opinion on ethical values, listed "fraud in the discharge of their duties" as the highest ranking item of disapproval of fraudulent practices, amongst their profession.

In conclusion, literature recommends compulsory education for occupational licensing, and with regards to the countries that do not have regulation in place for real estate agents, research has identified concern from consumers.

3 RESEARCH METHODOLOGY AND LIMITATIONS

The aim of the research was to undertake an analysis of the minimum standard of education imposed by the government, as a pre-requisite for the licensing of a Strata Manager, and to determine if the current educational courses differ from the recommendations mandated by government.

The first stage of the research was to collate the historical changes relevant to education for the property licence and then to map the course content for the current course and verify against the role of the strata manager. The analysis of the courses started from 2005, which is the commencement date for the first national training package. Prior to 2005 individual Registered Training Organisations (RTO) were able to develop their own course and syllabus and submit this for approval. The second stage of the research involved a random selection of 5 RTOs, and to verify if the mandated property courses were adequately delivered to the students. To this end, advertising material, and course programs were analysed to extract the relevant information, such as course content and hours allocated for the delivery of the course.

This information from the 1st and 2nd stages was tabulated and compared to the national training package. The results and any variances are discussed in this paper, together with recommendations for further research.

4 DISCUSSION AND ANALYSIS

In Australia a provider of recognised certificate and diploma courses (non-degree courses) must be a registered training organisation (RTO). This is irrespective of whether the RTO is a private organisation or the government. The required educational standards and conditions are embedded within the VET Quality Framework, and the national regulator, the Australian Skills Quality Authority (ASQA) assesses the RTOs compliance against this framework. The purpose of the framework is to achieve national consistency of high-quality training and assessment for all RTOs.

It is also possible for any college to provide qualifications and training, without registering as an RTO, however, this restricts the ability to use the qualification because of its limited recognition. Therefore, the minimum educational requirements for a Strata Managers licence stipulates the qualification must have been awarded by an RTO. Currently in New South Wales, there are no undergraduate degrees whose course content includes Strata Management and therefore, the discussion in the paper relates to qualifications such as certificates and diplomas.

To assist with the formation of suitable course content, Training Packages are developed in conjunction with industry and an extensive national consultation process. The national Industry Skills Council (ISC) is responsible for the co-ordination, development and review process for all the training packages.

With regards to qualifications issued by RTOs, these range from a Certificate II to a Certificate IV, a diploma and an advanced diploma. Each level of qualification has differing requirements for course content and hours of delivery. The minimum acceptable qualification for a Strata Manager and other occupational licenses is a Certificate IV or above. Therefore, is there any point with the provision of a Certificate II and III qualification?

An examination of the subjects within the property training package, indicates that these early exit points (Certificate II and III) are available to provide the student with an overview of the industry, and an opportunity to proceed to a higher qualification, and a more advanced understanding of the industry. Therefore depending on the job description and responsibility and the desired career pathway, the training packages are designed to provide flexibility and appropriate exit points.

The next section of the paper discusses the duties of the Strata Manager, followed by a mapping of the historical course content for the property industry.

4.1 Role of the Strata Manager

As mentioned earlier in the paper, a strata manager is usually appointed by the owners corporation to manage 6 lots or above. The management of the strata scheme requires attention with regards to the day to day operations and also the long term capital expenditure. Day-to-day operations will include the maintenance and repair to the common property, garbage collection, ground maintenance, insurance, dealing with owners and occupiers disputes, collection of strata levies, preparation of budgets, payment of accounts relating to the strata scheme and the organisation of the meetings and recording of the minutes. The long term capital expenditure generally relates to replacement of carpet, refurbishment of plant and machinery such as lifts, escalators, air conditioning, painting of common areas, and other similar long term items.

4.2 Analysis and Historical development of Strata Education

Traditionally, in New South Wales, the educational course for Strata licensing was offered by the government technical colleges, however during the last 10 to 15 years this was opened up to private institutions also. Initially, when a private organisation developed a course, the approval for verifying the course content complied with the educational requirements, was undertaken by the Office of Fair Trading. However, this was very cumbersome and in the early 2000s the Construction and Property Services Industry Skills Council was given the responsibility to develop training packages which were able to be used on a national basis.

Therefore, Table 1 below commences from 2005, because this was the year when the first national Training Package was introduced. All government colleges, and RTOs phased out their current courses and adopted the national Training Package. Each training package is reviewed every few years and superseded with a new training package. Also, the Office of Fair Trading, with the release of each training package, itemises the compulsory units of education for each category of property licensing.

**TABLE 1:
CHRONOLOGICAL DEVELOPMENT OF LICENSING COURSE FOR STRATA MANAGERS**

	QUALIFICATION	COURSE NUMBER	NATIONAL CODE	TRAINING PACKAGE	NOMINAL HOURS or attendance	THIS COURSE REPLACED	This course has been replaced by
Prior 2005	Diploma			PRD01	2 to 3 years part time		CPP07
2005 to 2009	Certificate IV In Property (Strata Management)	9674	90779NSW	PRD01	2 years part time		CPP07
2005 to 2009	Certificate IV in Property Services (Operations)	17685	CPP40607	CPP07 Property Services	570 hours	19196 Property (Operations)	18366
19/6/2009 to 23/2/2012	Certificate IV in Property Services (Operations)	18366	CPP40609	CPP07 Property Services	590 hours	17685 Property Services Operations	11168 Property Services Operations
24/2/2012 to 5/7/2012	Certificate IV		CPP40609 OR CPP40611	Transitional		Transitional	Transitional
6/7/2012 to date	Certificate IV in Property Services (Operations)	11168	CPP40611	CPP07 Property Services	590 hours	18366 Property Services Operations	

Source: Training packages from the Construction and Property Services Industry Skills Council and TAFE NSW.

As indicated in Table 1 above, the attendance prior to 2005 was for 2 to 3 years part time, which was the equivalent of approximately 600 to 700 hours of attendance. When the national training package was introduced the hours were initially 570 hours and then later increased to 590 hours. This represents approximately 140 hours of reduced class room attendance, although the qualification prior to 2005 was at the Diploma level and so at the lower level of Certificate IV a decrease in hours can be justified as warranted

A further analysis was undertaken of the course content from the two most recent training packages, which has been mapped against the role expectation for Strata Managers, and also against the pre-2005 course for Strata Managers. Below in Table 2 is the listing of the course content.

TABLE 2: Course content

CPP40609 Certificate IV in property services (Operations) OR CPP40611 Certificate IV in Property Services (Operations)	
CPPDSM4048A or CPPDSM4048B	Implement customer service strategies in the property industry
All of the following:	
BSBREL401A	Establish networks
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry
CPPDSM4044A	Coordinate maintenance and repair of properties and facilities
CPPDSM4047A	Implement and monitor procurement process
CPPDSM4057A	Monitor a safe workplace in the property industry
CPPDSM4063A	Participate in developing and establishing property or facilities contracts
CPPDSM4072A	Provide leadership in the property industry
BSBLED401A	Develop teams and individuals
BSBFIA402A	Report on financial activity

BSBRKG304B	Maintain business records
BSBSMB402A	Plan small business finances
BSBSMB406A	Manage small business finances
CPPDSM4006A	Establish and manage agency trust accounts
CPPDSM4034A	Assess and implement strata community management agreement
CPPDSM4045A	Facilitate meetings in the property industry
CPPDSM4056A	Manage conflict and disputes in the property industry
CPPDSM4074A	Select and appoint contractors in the property industry
AND to complete	
CPPDSM3019A or CPPDSM3019B	Communicate with clients as part of agency operations Communicate with clients as part of agency operations
And complete	
CPPDSM3016A	Work in the property industry
CPPDSM3017A	Work in the strata/community management sector

Source: Property, Stock and Business Agents (Qualifications) Order 2009

The analysis from Table 2 did not disclose any missing fields of knowledge from the new training packages. In fact there were a number of additional topics which appear to be in line with changes to various legislations and procedures applicable to the management of a strata plan. Therefore at this stage, there did not appear to be a lesser course content than prior to 2005, and whilst the research acknowledges the fewer hours allocated to the course, this has been attributed to the qualification dropping down one level.

In summary, the course content and the nominal hours appear to be on par with earlier versions of the course. Therefore, two other matters were considered. Firstly an investigation relating to the level of qualification for obtaining a strata management agents licence. It appeared that during the last 20 years the qualification has been either a certificate or a diploma, and since the course content was adequate in the certificate course, this pathway did not require further analysis. However the 2nd consideration related to the hours of delivery provided by the RTOs, which also includes the government providers and private providers.

Below in Table 3 is a random selection of 5 RTOs who offer educational courses for various categories of licences. Because the majority of real estate agents licence requirements forms the foundation subjects for the strata licence category, and the majority of real estate licence subjects are a pre-requisite for other licence categories, the analysis undertaken is for the real estate licence category. Where the real estate licence category subjects are not required for the strata licence, the nominal hours do not differ greatly, because the strata licence has its own set of additional specialty subjects which replace those from the real estate licence. Therefore, there is no requirement to adjust the nominal hours indicated in table 1, or the hours used in table 3 for comparison. Additionally, RTO number 5 did advertise a Strata Licensing course so these hours are used for table 3.

TABLE 3: Actual hours v. Nominal hours

RTO	Advertised attendance	Equivalent Hours	Nominal Hours	
1	13 weeks at 2 days per week	156	590	There is a requirement to submit assessment work
2	10 days	70	590	There is a requirement to submit assessment work
3	unavailable		590	No information provided
4	Distance learning only		590	All distance learning is supported with a tutor on call
5	13 days	91 hours	590	This RTO has a strata course

Source: Web sites for RTOs accessed 20th December 2012

From the analysis in Table 3, we observe that the nominal hours from the training package have not been observed. The discrepancy is vast. Nominal hours of 590 in comparison to a range of 70 to 156 hours! Therefore, whilst the course content in the training package does appear to be academically

rigorous, the advertised hours of attendance on the web pages for the randomly selected RTOs is a concern. Further analysis of information provided for the licensing course indicates an expectation by some of the RTOs, that the student will do additional study and reading during their own time.

5 CONCLUSION

This research paper set out to analyse the minimum standards of education and knowledge which are imposed as a pre-requisite for the licensing of a Strata Manager by mapping the educational knowledge fields against the role of the Strata Manager. Whilst the government sought to simplify the process of accrediting courses for a strata managers licence, through the implementation of the national training package, an analysis of the course content and delivery indicates the following:

1. The current course content is adequate and compares favourably to the requirements and knowledge aligned to a Strata Manager.
2. The delivery of the educational requirements by the Registered Training Organisations is questionable. In particular the nominated hours of 590 for the training package are not evident when analysing the RTOs advertised face-to-face attendance required in the classroom. Whilst, admittedly the RTOs do mention that assessments are required for the various modules, an examination of the training package indicates that the 590 hours relate to the tuition hours only, and student study and assessment is additional.
3. There is also provision for recognition of prior learning (RPL) to address various competencies through work experience. However, the advertised information from the various RTOs indicates that the nominated hours can reduce even further if there is a case for an RPL! This can imply that if you provide sufficient appropriate “paperwork” your licence can be approved within days. So why continue with compulsory education for occupational licensing? Has the government sought to pass the responsibility over to the RTOs, and they in turn have now set their own rules for hours and RPL. Why continue with national training packages for occupational licensing?

In conclusions, due to the analysis indicating a huge discrepancy between the nominal hours and the actual hours allocated to the educational course, further research is necessary. Discussed below, in the next section, is an overview of further research in the area of educational standards for occupational licensing.

6 FURTHER RESEARCH

The research presented in this paper requires further consideration with regards to the quality of the course offered by the RTOs for the strata managers licensing course. In particularly, the following questions will need to be considered:

1. If the RTOs have reduced the number of hours to deliver an educational course which sits within Australia’s VET quality control framework, are there processes to monitor the academic rigour that might be compromised?
2. Should the government continue with national training packages and compulsory education for occupational licensing?
3. Are there any differences between a government RTO and a private RTO with regards to the delivery of the course and the hours actually allocated for the various subjects and the application of the RPL?

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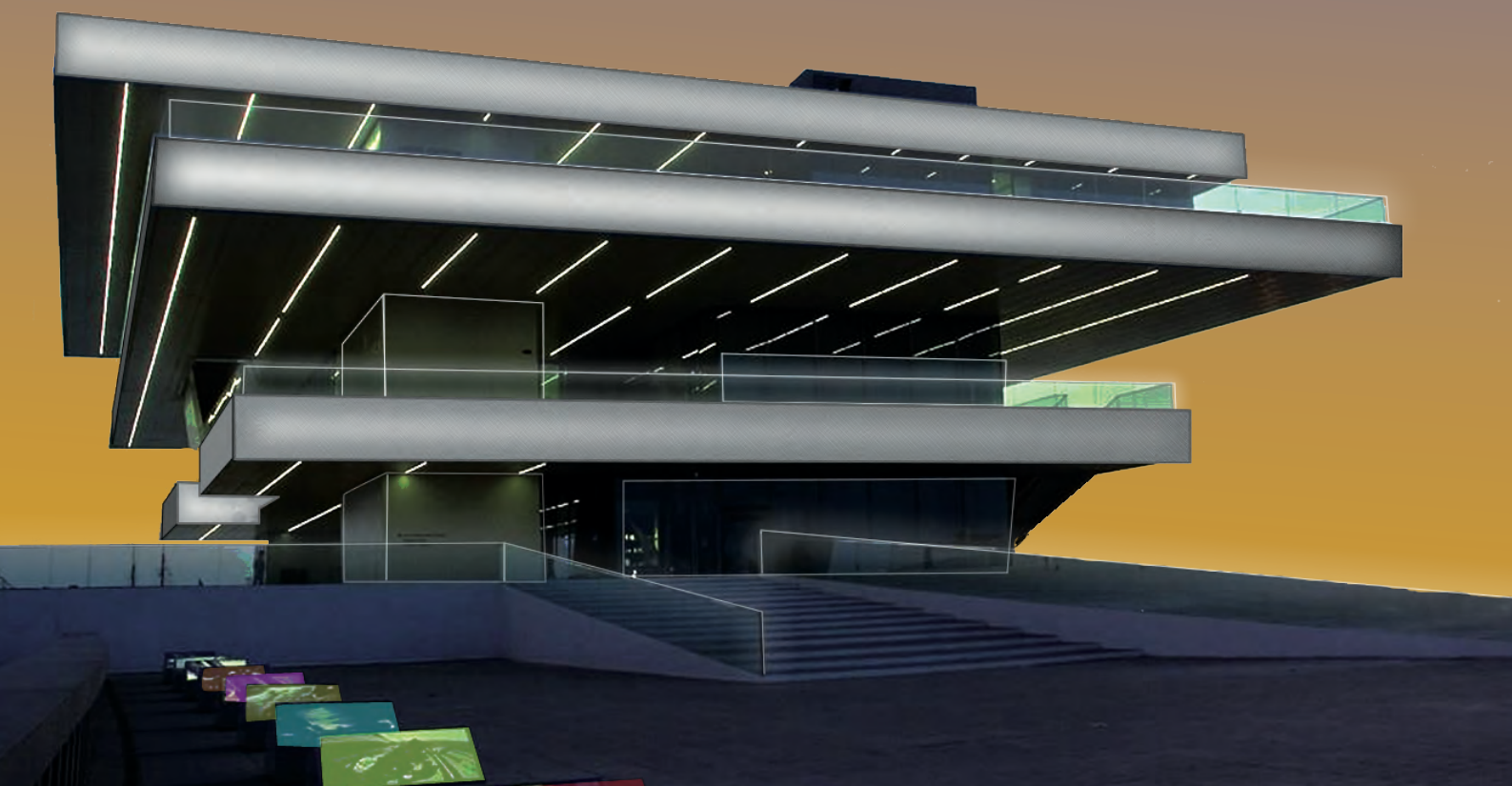
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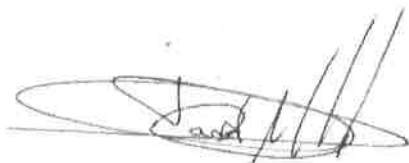
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